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ABSTRACT

The four-year followup study (the fifth and last of such four-year evaluations of graduates) aimed at pinpointing the program's benefits to the graduates in the educational social/personal, and financial areas. Thirty-two of the 41 graduates responded to the mailed questionnaire, which elicited demographic, occupational, educational, financial, social, personal, and program evaluation information from the respondents. Twenty-six tables analyze the results, which indicate that, of the respondents: two-thirds realized job changes and/or promotions; more than half were better off financially, and 91 percent reported being better off socially as a result of the program; nearly a third had continued their education since graduation; most reported much improvement in knowledge as a result of the program; virtually all were as enthusiastic about the program as they were a year after graduation; and most experienced increasing educational and financial benefits with the passage of time. The study concludes that such high school completion programs should be continued, but, equally important, renewed efforts should be made to prevent dropouts from leaving school. The survey questionnaire and accompanying cover letters are appended. (JR)

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ED109466

A FOUR-YEAR FOLLOW-UP STUDY

OF THE

FORTY-ONE GRADUATES - CLASS OF 1971

OF THE

JACKSON COUNTY ADULT EVENING HIGH SCHOOL

COMPLETION PROGRAM

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

BY

JAMES R. GRAN

PROJECT ADMINISTRATOR

COMPLETED MAY, 1975

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PREFACE

On April 29, 1975, the ninth and final Jackson County Adult Evening High School graduation class received their high school diplomas.

To date, four hundred and forty-nine adults have graduated from high school via this program. In addition, approximately ten adults have completed the requirements for graduation in this program but participated in their local high school graduation exercises and are not included in our count of four hundred forty-nine graduates.

This will be the final graduation class because of reorganization of the county unit. It is not anticipated, at this time, that the newly reorganized Area Education Unit will assume the financial responsibility for this program. It appears that if this or a similar program is to be continued, it will be the responsibility of local school districts.

This four-year follow-up study is the fifth to be completed. Of the four hundred forty-nine graduates, three hundred forty-eight have been the subjects of a four-year follow-up study and four hundred thirty-five have been the subjects of one-year follow-up studies.

This study concerns itself with the forty-one graduates - Class of 1971. This class was composed of ten men and thirty-one women. One additional male completed work for graduation with this class, but elected to participate in his local high school graduation exercises, and is therefore not included as a member of this class.

It is hoped that the results of this study will substantiate and/or reinforce the findings of the one-year study of this class as well as provide additional information about these graduates and this program.

ACKNOWLEDGEMENTS

We wish to thank all of the respondents of the Class of 1971 to the questionnaires (both the one and four-year follow-ups), as well as recognize the graduates for completing their high school education by way of this program.

Recognition is also due the teachers and other staff members who have unselfishly contributed to the success of this program.

We commend the members of the Jackson County Board of Education for their wisdom and foresight in establishing and financing this program for the past nine years, as well as the taxpayers of the county for providing these funds.

Local school district boards of education are also commended for their cooperation, provision of facilities, and participation in the graduation exercises. Without their cooperation this program would not have been possible.

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CHAPTER I

Background Information

The Problem:

Whenever public funds are spent, it is desireable to know if they have been spent wisely and whether or not they ought to be continued to be expended on the same project.

It is also desireable to know if the program on which these monies are spent is producing the desired results.

In attempts to resolve these problems this program has made use of pre-post tests, student and teacher evaluations and follow-up studies of graduates. Of these evaluation devices, we feel that the one and four-year follow-up studies of our graduates to be the most useful and reliable.

While one-year follow-up studies may reveal relatively short-term benefits, we feel that four-year studies are also helpful to measure any longer range benefits that may accrue to our graduates in terms of educational, social/personal, and/or financial gains.

It is also our feeling that four-year follow-up studies (four years after graduation) may reveal any "halo" effects that might be present in the one-year studies.

The Purpose:

Our purpose then is to continue to evaluate the effectiveness of the Jackson County Adult Evening High School Completion Program as measured by our graduates.

These evaluations will help us determine whether or not we should continue to recommend that monies be spent for programs of this type, in terms of the results produced and the financial investment made.

Comparisons of responses by graduating classes are also possible, since each class has been followed-up using identical one-year and four-year questionnaires.

Related Studies:

Graduates of this program have been the subjects of one and four-year follow-up studies since the program's inception. These are the only related studies, to the knowledge of this writer.

The following follow-up studies of this program have been made:

1. One year Follow-Up Study - Class of 1967 - results published in Vocational Education Amendments of 1968, Part 2.
2. One-Year Follow-Up Study - Class of 1968 - results published in the October, 1969 issue of Research in Education, Volume 4, Number 9.
3. One-Year Follow-Up Study - Class of 1969 - results published in the October, 1970 issue of Research In Education, Volume 5, Number 10.
4. One-Year Follow-Up Study - Class of 1970 - results published in the August, 1971 issue of Research in Education, Volume 6, Number 8.
5. One-Year Follow-Up Study - Class of 1971 - results published in the September, 1972 issue of Research In Education, Volume 7, Number 9.
6. One-Year Follow-Up Study - Class of 1972 - results published in the October, 1973 issue of Research in Education, Volume 8, Number 10.

7. One-Year Follow-Up Study - Class of 1973 - results not yet published.
8. One-Year Follow-Up Study - Class of 1974 - currently underway.
9. Four-Year Follow-Up Study - Class of 1967 - results published in the June, 1971 issue of Research in Education, Volume 6, Number 6.
10. Four-Year Follow-Up Study - Class of 1968 - results published in the July, 1972 issue of Research in Education, Volume 7, Number 7.
11. Four-Year Follow-Up Study - Class of 1969 - results published in the August, 1973 issue of Research in Education, Volume 8, Number 8.
12. A Comparative Analysis of Selected Responses to the Four-Year Follow-Up Questionnaires Returned by Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69 - results published in the August, 1973 issue of Research in Education, Volume 8, Number 8.
13. Four-Year Follow-Up Study - Class of 1970 - results published in the January, 1975 issue of Research in Education, Volume 10, Number 1.
14. Four-Year Follow-Up Study - Class of 1971 - currently underway.

Assumptions:

For the purposes of this study, the following assumptions are made:

1. The questions in the questionnaire will be correctly understood by the graduates.

2. The graduates will respond honestly to all questions answered.
3. The questions are relevant and will measure to some degree the benefits accruing to graduates of this adult program as a result of attending and graduating from this program.

Questionnaire:

The questionnaire used in the four-year follow-up studies, has not been changed, so that comparisons by graduating classes may be made.

There are similar questions on both the one and four-year questionnaires so that responses of the same individuals at two different time periods may be made.

Other questions used are different from the one-year questionnaire and more direct in terms of educational, social and financial benefits.

A copy of the questionnaire is found in the list of exhibits, Exhibit A. Also found in the list of exhibits are the three cover letters, Exhibits B, C, and D, which accompanied a questionnaire.

Hypothesis:

If this program is accomplishing what it claims to be accomplishing, the lives of our graduates should be changing for the better.

If the lives of our graduates are improving, the graduates should be aware of these changes and be capable of measuring these changes to some degree.

Improvements or benefits to these graduates should be found in areas of educational, social/personal, and/or financial gains.

These benefits may well be job changes or promotions, continued education, increased pride or confidence, more self-satisfaction, better outlook on life,

being a better parent, better mental health, incresed income, etc.

The one-year follow-up study of this class of 1971 did reveal some of the above mentioned benfits. This four-year study should measure the permanence of those benefits, as well as any additional benefits which may have accrued since the one-year study was made.

The frequency of benefits should be greater than what might be expected by chance occurances.

Results of this Study:

The results of this study, while primarily intended for the purpose of evaluation of this program, will also be used, if favorable, to recommend the establishment of similar programs, and encourage other non-graduates to complete their high school education by way of these programs.

Since this year is the terminal year of the Jackson County operation of this program, it is hoped that these and earlier results can also be used to attract a new sponsor for this program.

We also hope that it will encourage local school districts to study their own dropout problems with the determinatinn to resolve this problem by preventive means. This may entail experimental programs, revision of unwise policies, curriculum changes, scheduling changes, etc.

Adult programs of this type are at best remedial. We need, in addition, preventive measures or programs.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time Worker: One who regularly works part-time for wages, regardless of hours worked less than 40 hrs. per week.

Full-time Worker: One who regularly works full-time for wages, salary or profit (40 or more hours per week)

Unemployed Worker: One who is temporarily out of work but looking for employment.

Disabled Worker: One who cannot work because of physical or mental handicaps.

Method of Attack:

On February 3, 1975 - forty-one (41) questionnaires, letters, and self-addressed return envelopes were mailed to the graduates of this program - Class of 1971. Two weeks passed before a second mailing was made to the non-respondents to the first request. Two more weeks passed before a third mailing was made to the remaining non-respondents. Another two-week period passed before attempts were made to contact remaining non-respondents by telephone.

Seventeen (17) graduates responded to the first questionnaire. Eight (8) responded to the second request, and seven (7) responded to the third request.

Attempts to contact the remaining nine non-respondents by telephone were made on March 18, 1975. None of the graduates contacted responded to the telephone request by returning their completed questionnaires.

A total of thirty-two questionnaires were returned (Class size was 41) for a final return of 78.0%.

The questionnaires were then tabulated for this study.

CHAPTER II

Findings

General Information:

Tables I through IV contain information pertaining to ages, sex, head of household, and marital status.

Non-respondent data is included in most of the tables. Ages of non-respondents have been updated from our records, whereas the other information such as marital status, etc., are assumed to be the same as reported on the one-year follow-up or at enrollment if they were also non-respondents to the one-year study.

One single woman is listed as a housewife because she is caring for her elderly parents at home, and had been so listed on the one-year study and at enrollment.

When non-respondent information is included, the number followed by the initials NR (in parenthesis) indicates the non-respondents are included in the number preceding the parenthesis. For example, 16 (3NR) means that three non-respondents are included in the number sixteen.

No one is classified as unemployed since the one respondent checking this category is not seeking employment and is not head of the household. No one in the Class of 1971 is disabled at the present time.

Age and Sex:

The present average ages, medians, modes, and ranges by present occupational classification are shown in Table I.

Both Table I and II indicate that most of these graduates have many productive years ahead of them in which to benefit educationally and financially.

Most will have ample time in which to more than repay the cost of their adult education if they enter the labor market at any time in the future.

The range of ages tends to indicate that there is no upper age limit for persons who desire to complete their high school education.

TABLE I

PRESENT AVERAGE AGES BY OCCUPATIONAL GROUPS

CLASS OF 1971

FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

Number	Classification	Mean	Median	Mode	Range
14(2NR)	Housewives	31.4 yrs.	24.5 yrs.	23.0 yrs.	21-71 yrs.
	Part-time Workers				
-	Men	-	-	-	-
9	Women	37.8 yrs.	35.0 yrs.	40.0 yrs.	22-62 yrs.
	Full-time Workers				
10(4NR)	Men	30.3 yrs.	27.0 yrs.	23.0 yrs.	23-47 yrs.
8(3NR)	Women	40.9 yrs.	42.0 yrs.	none	24-55 yrs.
	Unemployed				
-	Men				
-	Women				
	Disabled				
-	Men				
-	Women				
41(9NR)	Total Class of 1971				

TABLE II

PRESENT AGES (DETAIL) AND SEX

BY OCCUPATIONAL CLASSIFICATION

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

Classification	Age	Male	Female
Housewives	21		1
	22		1
	23		3
	24		2 (1NR)
	25		1 (1NR)
	26		1
	27		1
	28		1
	49		1
	54		1
	71		1
	Total Housewives		14 (2NR)
Part-time Workers			
Men	-		
Women	22		1
	25		1
	31		1
	32		1
	35		1
	40		2
	53		1
	62		1
	Total Part-time Women		9
Full-time Workers			
Men	23	3 (1NR)	
	24	1	
	25	1	
	29	1 (1NR)	
	33	1	
	38	2 (1NR)	
	47	1 (1NR)	
	Total Full-time Men	10 (4NR)	

Table II continued:

CLASSIFICATION	AGE	MALE	FEMALE
Full-time Workers			
Women	24		1 (1NR)
	25		1
	35		1 (1NR)
	41		1
	43		1 (1NR)
	50		1
	54		1
	55		1
	Total Full-time Women		8 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
		Total Men 10 (4NR)	Total Women 31 (5NR)
		Total Class of 1971	41 (9NR)

Present Addresses:

The current or last known address of the members of this Class of 1971 are within a short driving distance of Maquoketa.

The one full-time woman worker whose last known address was Maquoketa, is known to be somewhere in Florida. She is a non-respondent to this study, but she is the only one known to be out of state.

Nearly all members of this class remain in the Jackson County area - at least up to four-years after graduation. This reinforces our belief that most of these graduates will remain in the area long enough to repay the cost of their education. In addition, the local communities benefit to the degree the individual graduate benefits.

Table III records the detail of present or last known mailing addresses.

TABLE III

PRESENT OR LAST KNOWN ADDRESS - CLASS OF 1971

BY OCCUPATIONAL CLASSIFICATION

FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

ALL IOWA ADDRESSES

CLASSIFICATION	MAILING ADDRESS	NUMBER	
Housewives	Baldwin	1	
	Bellevue	1	
	Delmar	2 (1NR)	
	Eldridge	1	
	Maquoketa	3 (1NR)	
	Miles	2	
	Spragueville	1	
	Toronto	3	
	Total Housewives	14 (2NR)	
Part-time Workers			
Men			
Women	Charlotte	1	
	Goose Lake	1	
	Maquoketa	4	
	Onslow	1	
	Springbrook	1	
	Wyoming	1	
	Total Part-time Women	9	
Full-time Workers			
Men	Bellevue	1 (1NR)	
	Delmar	1	
	Maquoketa	7 (2NR)	
	Wheatland	1 (1NR)	
	Total Full-time Men	10 (4NR)	
Women	Bellevue	3 (1NR)	
	Clinton	1	
	Maquoketa	1 (1NR)	- somewhere in
	Onslow	1 (1NR)	Florida
	Preston	1	
	Springbrook	1	
	Total Full-time Women	8 (3NR)	
Unemployed			
Men			
Women			
Disabled			
Men			
Women	Total Class of 1971	41 (9NR)	

Head of Household:

Table IV indicates that all of the men and two women graduates are heads of the household.

A large percentage of the women are working wives who find it necessary or desireable to supplement the family income. Of the thirty-one women in this class, fourteen (14) are listed as housewives which is less than half (45%) of the women.

Twenty-nine percent work part-time and almost twenty-six percent work full-time, but only six percent of these women are heads of the household.

TABLE IV

PRESENTLY HEAD OF HOUSEHOLD

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

Heads of Household	Number
Men	10 (4NR)
Women	2
Not Heads of Household	
Men	-
Women	29 (5NR)
Total Class of 1971	41 (9NR)

Marital Status:

Table V presents the marital status - present or last known - of the members of this class.

Three members are single, two divorced, and one widowed. This is an increase of one divorced, and a decrease of six in the single category (four fewer single men and two fewer single women), since the one-year follow-up study was made three years ago.

TABLE V

PRESENT OR LAST KNOWN MARITAL STATUS - CLASS OF 1971

FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

STATUS	NUMBER
Single	
Men	2 (2NR)
Women	1
Married	
Men	5 (1NR)
Women	30 (5NR)
Widowed	
Men	-
Women	1
Divorced	
Men	-
Women	2 (1NR)
Separated	
Men	-
Women	-
Total Class of 1971	41 (9NR)

Occupation at Enrollment, One Year, and Four Years After Graduation:

Table VI summarizes the occupational classifications of this class at three intervals in time.

Interestingly, the one-year study showed an increase in the number of housewives of five - accompanied by a corresponding decrease in part and full-time women workers. This trend was reversed in this study, where the number of housewives decreased to fourteen with a corresponding increase in part and full-time workers.

There appears to be considerable movement in and out of the labor market on the part of housewives. Two factors probably account for this: new births in the family requiring the mothers to be home and economic conditions requiring the wives to help supplement family incomes.

One can see in Table VI that at enrollment, twenty-five members of this class were in the labor market part and full-time. At one-year after graduation the number in the labor market had dropped to twenty, while at four-years after graduation the number in the labor market increased to twenty-seven.

TABLE VI

OCCUPATION CLASSIFICATION

AT ENROLLMENT - ONE YEAR - FOUR YEARS AFTER GRADUATION

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS IN LAST KNOWN CLASSIFICATION)

OCCUPATION	AT ENROLLMENT	ONE-YEAR	FOUR-YEARS
Housewives	16	21 (2NR)	14 (2NR)
Part-time Workers			
Men			
Women	7	3	9
Full-time Workers			
Men	10	10 (4NR)	10 (4NR)
Women	8	7 (2NR)	8 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals Class of 1971	41	41 (8NR)	41 (9NR)

Employer and Type of Work at Enrollment, One Year and Four Years After Graduation:

Table VII provides the details of employers and type of work at three intervals of time. This permits us to view changes which have occurred, if any, on an individual basis within this time frame.

Non-respondents are listed by their last known (at Enrollment or at One-Year After Graduation) employer and job description.

An asterisk (*) denotes either a job classification change or promotion observed in this table or reported on the questionnaire. A negative sign preceding the asterisk indicates a change which removed the person from the labor market such as one returning to the role of a housewife, becoming unemployed or disabled.

Significantly, there were six (6) negative changes and six positive changes between enrollment and one year after graduation. At four years after graduation there were fifteen positive changes and two negative changes between one-year and four-years after graduation, assuming the occupation of non-respondents remained the same as at enrollment or as listed on the one-year study.

This table also indicates that thirty-two of these class members have been in the labor market during one or more of the times they were surveyed. Only nine of the women have been consistently classified as housewives.

TABLE VII

EMPLOYER AND TYPE OF WORK AT ENROLLMENT, ONE-YEAR, FOUR-YEARS

AFTER GRADUATION

CLASS OF 1971 - FOUR-YEARS FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

SEX	GRADUATE	AT ENROLLMENT	AT ONE YEAR	AT FOUR YEARS
M	1	Farmhand-P.T. laborer	*Jack & Jill -F.T. Stockboy & carryout	*Caterpillar-F.T. power truck operator
F	2	Not employed H.W.	same	same
F	3	Not employed H.W.	same	*H.R. Block-P.T. tax consultant
F	4	Mrs. Edelman-P.T. waitress	-* not employed H.W.	NR-assumed same
F	5	Not employed H.W.	same	*Marshall Fields -P.T. sales
F	6	Ensign Coil-F.T. wire picker	same	same
F	7	Crestridge Nursing Home P.T. - aide	-*Not employed-H.W.	NR-assumed same
F	8	Not employed H.W.	same	*Mid[illegible]nd Times-P.T. office & reporter
F	9	Head Start-P.T. aide	-* not employed-H.W.	same
F	10	Luzier Ins. P.T.sales	-* not employed H.W.	same
F	11	Not employed H.W.	same	*Bellevue School-F.T. aide
F	12	Savanna Army Depot-F.T. munition operator	-*Ronann's Garden Center-P.T. helper	-*not employed H.W.
F	13	S.S. & R. Law Firm - P.T. tax work	same	*Farmer Savings Bank F.T. ass't. cashier
F	14	Not employed H.W.	same	*Osterhaus Pharmacy-P.T. - clerk
F	15	Not employed H.W.	same	same

SEX	GRADUATE	AT ENROLLMENT	AT ONE YEAR	AT FOUR YEARS
F	16	Not employed H.W.-caring for parents	same	same
F	17	Meinerz Creamery-F.T. packer	-*not employed H.W.	*Welcome Inn-P.T. bartender
F	18	Not employed H.W.	same	same
F	19	Julin Printing Co.-P.T.-binder	*Ensign Coil-F.T. assembly	NR-assumed same
F	20	Self-employed-F.T. babysitting	same	same
F	21	Not employed H.W.	same	same
M	22	John Deere F.T-welder	same	*same-machine mover
F	23	Swift & Co. F.T. canning dept.	same	*same F.T. janitoress
M	24	J.I. Case F.T.-tool	same	*same F.T. machinist
F	25	Tango -F.T. bartender	*Alibi Inn - bartender	NR-assumed same
F	26	Taylor Plumbing-P.T.-office	*Jackson Co. Pub. Hosp.-P.T. office	same
F	27	Not employed H.W.	same	*City assessor-P.T.
F	28	Not employed H.W.	same	same
M	29	James Schueler-F.T.-interior decorator	*Service	NR-assumed same
F	30	Not employed H.W.	same	same
M	31	Caterpillar-F.T.-drill operator	same	NR-assumed same
M	32	Better Homes Furn.-F.T. delivery & repair	same	*Caterpillar-F.T. machinist
F	33	Not employed H.W.	same	*Shaklee Dealer-P.T. sales
M	34	Family farm-F.T.	same	same
M	35	Family farm-F.T	same	*B.L.Anderson-F.T. truck driver

Table VII continued:

SEX	GRADUATE	AT ENROLLEMNT	AT ONE YEAR	AT FOUR YEARS
M	36	Roger Short-F.T.-Machanic	*U.S. Army-F.T.	NR-assumed same
F	37	Ensign Coil-F.T.-factory work	same	NR-assumed same
M	38	Caterpillar-F.T. tool analyst	same	NR-assumed same
F	39	Not employed-H.W,	same	same
F	40	Not employed H.W.	same	same
F	41	Meinerz Creamery-F.T. packer	same	-*Nor employed-H.W.

M means male

F " female

P.T. " part-time

F.T. " full-time

H.W. " housewife

* " job change or promotion

-* " return to role of housewife or reduced participation in the labor market such as full-time to part-time, or becoming unemployed or disabled.

Stated Job Changes and Promotions:

The preceding table enabled us to observe individual job classification changes in the names of employers or type of work. Promotions, at least by some respondents, were mentioned on the questionnaire. You will recall that fifteen positive changes were observed between the one-year and the four-year follow-up study, while six were observed between enrollment and one year after graduation for a total of twenty-one changes or promotions.

Table VIII lists stated changes or promotions - that is stated by the respondents to a question on the questionnaire. In this table seven individuals reported changes or promotions "as a result of attending and graduating from the adult program."

We attribute the difference between observed and stated changes to be a result of the wording in quotations in the paragraph above. Undoubtedly many job changes occur for reasons other than graduation, and in some instances it is difficult to say exactly why the change or promotion occured. In some instances it may have been because of a complex inter-relationship of several factors.

TABLE VIII

STATED CHANGES OR PROMOTIONS - CLASS OF 1971
BETWEEN ENROLLMENT AND FOUR YEARS AFTER GRADUATION
AS A RESULT OF ATTENDING AND GRADUATING
FOUR-YEAR FOLLOW-UP STUDY
(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	CHANGE	NO CHANGE	NO RESPONSE
Housewives	2	7	5 (2NR)
Part-time Workers			
Men			
Women	1	8	-
Full-time Workers			
Men	3	3	4 (4NR)
Women	1	4	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	7	22	12

Total Class of 1971 - 41 (9NR)

Number of Stated Job Changes or Promotions:

Table IX Presents the number of stated job changes or promotions. The ten changes or promotions in this table were made by seven individuals as follows:

Two respondents reported 1 job change and 1 promotion

One respondent reported 1 job change and 0 promotions

Two respondents reported 3 job change and 0 promotions

One respondent reported 4 job change and 3 promotions

One respondent reported 0 job change and 1 promotion

These are the same seven persons reported in Table VIII.

TABLE IX

NUMBER OF STATED JOB CHANGES OR PROMOTIONS

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	NUMBER OF JOB CHANGES					NUMBER OF PROMOTIONS				
	NR	1	2	3	4	NR	1	2	3	4
Housewives	12(2NR)	1	-	1	-	14(2NR)	-	-	-	-
Part-time Workers										
Men										
Women	8	1	-	-	-	8	1	-	-	-
Full-time Workers										
Men	8(4NR)	-	1	1	-	8(4NR)	1	-	1	-
Women	7(3NR)	1	-	-	-	7(3NR)	1	-	-	-
Unemployed										
Men										
Women										
Disabled										
Men										
Women										
Totals	35(9NR)	3	1	2	-	37(9NR)	3	-	1	-

Total Number of Changes	6
Total Number of Promotions	4
Total Changes & Promotions	10*

*This total of 10 exceeds the total of 7 in Table VIII because three adults (same individuals) reported both changes and promotions.

Changes or Promotions Related to Adult Program:

Six of the seven persons reporting changes and promotions in Tables VIII and IX again relate the change to the adult program as shown in Table X. One of these seven did not respond to this question.

In the one-year study, five individuals reported changes or promotions but only two of these related the change to the adult program.

TABLE X

STATED JOB CHANGES OR PROMOTIONS RELATED TO ADULT PROGRAM

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

CLASSIFICATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED	NO RESPONSE
Housewives		1	1	12 (2NR)
Part-time Workers				
Men				
Women		1	1	7
Full-time Workers				
Men	1	2	1	6 (4NR)
Women	1	-	-	7 (3NR)
Unemployed				
Men				
Women				
Disabled				
Men				
Women				
Totals	2	4	3	32 (9NR)

Total Directly & Indirectly Related	6
Total Not Related	3
Total Not Responding to Question	23
Total Non-Respondents	9
Total Class of 1971	41

Income Increases:

Table XI reports eight persons as having increased their income, one more than the seven persons stating job promotions or changes.

Nevertheless, of the twenty respondents in the labor market at the time of this study, forty percent of these respondents report increased income, while thirty-five percent of them reported job changes or promotions.

Also of interest is the fact that eighteen respondents report being better off financially in Table XIX and how much better off financially in Table XX. This number more closely approximates the number of observed changes and promotions of an earlier table.

TABLE XI

INCREASED INCOME

AS A RESULT OF CHANGE IN JOB OR PROMOTION

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Housewives		2			12 (2NR)
Part-time Workers					
Men					
Women		1	1		7

Table XI continued:

CLASSIFICATION	SIGNIFICANTLY	SOME	LITTLE	NONE	NO RESPONSE
Full-time Workers					
Men	2	1	-	1	6 (4NR)
Women		1	-	-	7 (3NR)
Unemployed					
Men					
Women					
Disabled					
Men					
Women					
Totals	2	5	1	1	32 (9NR)

Total Reporting Increase Income	8
Total Reporting No Increase	1
Total Not Responding to Question	23
Total Non-Respondents	9
Total Class of 1971	41

Additional Training Beyond High School Level:

In the one-year study of this class, eleven respondents said they planned to continue their education beyond the high school level.

The four-year study indicates that five persons have taken some additional training within four years of graduation. This represents about forty-six percent of those who planned to do so three years ago.

Table XII records this information.

Others reported on the questionnaire that they still intended to seek more training but had not yet done so because of small children at home, etc. Some of these will undoubtedly do so at some future time.

TABLE XII

RECEIVED ADDITIONAL TRAINING BEYOND HIGH SCHOOL LEVEL

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	2	9	3 (2NR)
Part-time Workers			
Men			
Women	2	7	4
Full-time Workers			
Men	1	5	4 (4NR)
Women	-	5	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	5	26	10 (9NR)

Total Receiving Training	5
Total Not Receiving Training	26
Total Not Responding to Ques.	1
Total Non-Respondents	9
Total Class of 1971	41

Kind of Training Received Beyond High School Level:

Table XIII reveals the kind of training these five persons have received since graduating from adult school four years ago.

Most, if not all, of these choices appear to be vocationally oriented. Subjects that will help them in their jobs or educationally if their job interests require college level course work.

TABLE XIII

KIND OF TRAINING RECEIVED

YES RESPONDENTS IN TABLE XII

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	TRAINING RECEIVED
Housewives	2	Nurses Aide
Part-time Workers		
Men		
Women	1	13 weeks to become a qualified tax consultant
	1	College Psychology class
Full-time Workers		
Men	1	Diesel Mechanic & machinist
Women		
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
Total	5	

Where Training Received:

Table XIV lists the location of where the training was received.

It is important to note that with the exception of Company training, the locations are local schools or local facilities.

It suggests that there are limits as to how far away a person will travel to continue their education.

TABLE XIV

WHERE ADDITIONAL TRAINING RECEIVED

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

YES RESPONDENTS TABLES XII AND XIII

CLASSIFICATION	YES RESPONDENTS	WHERE TRAINING RECEIVED
Housewives	1	Jackson Co. Pub. Hosp.-EICC
	1	Nursing Home
Part-time Workers		
Men		
Women	1	H.R. Block Company
	1	EICC class in Maquoketa
Full-time Workers		
Men	1	Caterpillar Tractor Co.
Women		
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
Total	5	

Training Without High School:

Three of the five persons receiving advanced training would not have or probably not have been able to receive it without first graduating from high school.

The other two persons received their advanced training through their respective employers.

TABLE XV

WOULD TRAINING HAVE BEEN RECEIVED

WITHOUT COMPLETING HIGH SCHOOL

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

YES RESPONDENTS PREVIOUS TABLE

CLASSIFICATION	YES	NO	PROBABLY NOT	NO RESPONSE
Housewives	1	1	-	-
Part-time Workers				
Men				
Women	1	-	1	-
Full-time Workers				
Men	-	-	1	-
Women	-	-	-	-
Unemployed				
Men				
Women				
Disabled				
Men				
Women				
Totals	2	1	2	-

Total Yes Respondents 5

Additional High School or Interest Subjects:

In the one-year study, ten respondents indicated a desire to take additional high school or interest subjects.

Table XVI below shows that five of these ten or fifty percent of them had actually taken some additional high school or interest subject within four years of graduation.

There appears to be a tendency among these graduates to continue their education in some fashion - either advanced training or interest subjects - after graduation from high school.

TABLE XVI

ADDITIONAL HIGH SCHOOL OR INTEREST (NON-CREDIT) SUBJECTS STUDIED SINCE GRADUATION FROM ADULT SCHOOL

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	1	7	6 (3NR)
Part-time Workers			
Men			
Women	2	6	1
Full-time Workers			
Men	-	6	4 (4NR)
Women	2	3	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	5	22	14 (9NR)

Total Class of 1971 - 41

What Additional High School or Interest Subjects Studied:

Table XVII lists the additional subjects studied. The number of individuals reporting here is too small to indicate any trend of choices. It appears to be individual interests primarily perhaps for hobbies or some future vocational desire.

TABLE XVII

HIGH SCHOOL OR INTEREST SUBJECTS STUDIED

YES RESPONDENTS IN TABLE XVI

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

CLASSIFICATION	YES RESPONSES	SUBJECT STUDIED
Housewives	1	Slimnastics
Part-time Workers		
Men		
Women	1	Photography
	1	Business Machines
Full-time Workers		
Men	-	
Women	1	Photography
	1	Painting
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
Total Yes Respondents	5	

Where Additional High School or Interest Subjects Studied:

Table XVIII reports where these high school or interest subjects were studied. Again local schools were the main locations, suggesting that distance may be an important factor in attracting students for adult evening courses.

TABLE XVIII

WHERE ADDITIONAL HIGH SCHOOL OR INTEREST SUBJECTS STUDIED

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

YES RESPONDENTS IN TABLE XVII

CLASSIFICATION	YES RESPONDENTS	WHERE STUDIED
Housewives	1	Preston
Part-time Workers		
Men		
Women	1	Maquoketa - EICC
	1	Maquoketa - Adult Even. H.S.
Full-time Workers		
Men		
Women	1	Maquoketa - EICC
	1	No Response
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
Total Yes Respondents	5	

Better Off Financially - As a Result of Graduating:

While only seven respondents reported job changes and/or promotions in an earlier table, eighteen report being better off financially - as a result of graduating from Adult School. Table XIX reveals this information. This number more closely approximates the number of observed job changes and/or promotions which was (15 positive changes in this four-year study) or (21 positive changes in both the one and four-year studies).

It is of some interest also that only eight reported increased income in Table XI while eighteen report being better off financially. The reason for this difference is not clear. Eighteen also report how much better off financially they are. This is shown in Table XX.

Of the thirty-two persons in the labor market at any time (enrollment - one-year or four-years after graduation) eighteen reporting increased income would represent fifty-six percent of those ever in the labor market. It also represents fifty-six percent of the respondents to the questionnaire in this four-year study.

It would seem that more than half (56%) of those graduates in the labor market at any time are better off financially regardless of the reasons.

TABLE XIX

BETTER OFF FINANCIALLY

AS A RESULT OF GRADUATING

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	6	4	4 (2NR)
Part-time Workers			
Men			
Women	5	4	-
Full-time Workers			
Men	4	1	5 (4NR)
Women	3	2	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	18	11	12 (9NR)

How Much Better Off Financially:

Four respondents report being much better off financially, and fourteen report being some better off financially. Eighteen, then, report being much or some better off financially, and this number is the same as reported in the previous table.

Table XX reports this information.

TABLE XX

HOW MUCH BETTER OFF FINANCIALLY

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	2	4	1	7 (2NR)
Part-time Workers				
Men				
Women	-	5	-	4
Full-time Workers				
Men	1	3	-	6 (4NR)
Women	1	2	-	5 (3NR)
Unemployed				
Men				
Women				
Disabled				
Men				
Women				
Totals	4	14	1	22 (9NR)

Total Class of 1971 - 41

Better Off Socially or Personally:

All but three of the respondents say they are better off socially or personally. Two indicated they were not better off socially or personally, while one person did not answer this question. Almost ninety-one percent of the respondents indicate being better off socially or personally.

Table XXI presents this information and Table XXVI reveals some of the ways in which some graduates feel better off socially or personally.

TABLE XXI

BETTER OFF SOCIALLY OR PERSONALLY

AS A RESULT OF GRADUATING FROM ADULT SCHOOL

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	12	-	2 (2NR)
Part-time Workers			
Men			
Women	8	1	-
Full-time Workers			
Men	4	1	5 (4NR)
Women	5	-	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	29	2	10 (9NR)

Total Class of 1971 - 41

How Much Better Off Socially or Personally - As a Result of Graduating:

Of the twenty-nine reported better off socially or personally, sixteen report being much better off and thirteen report being some better off.

Social and/or personal benefits may be as important, if not more so, than any educational or financial benefits which may accrue to these students as a result of this program. Certainly any improvement in self-confidence, self-esteem, pride of accomplishment would be among these important social or personal benefits.

TABLE XXII

HOW MUCH BETTER OFF SOCIALLY OR PERSONALLY

AS RESULT OF ATTENDING AND GRADUATING FROM ADULT SCHOOL

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	8	4	-	2 (2NR)
Part-time Workers				
Men				
Women	2	6	-	1
Full-time Workers				
Men	3	1	-	6 (4NR)
Women	3	2	-	3 (3NR)
Unemployed				
Men				
Women				
Disabled				
Men				
Women				
Totals	16	13	-	12 (9NR)

Total Class of 1971 - 41

Worth Time and Effort:

Table XXIII records the responses to the question, "Do you feel the time and effort you put into completing high school was worth it from a financial and/or social viewpoint?"

Twenty-five (78%) of the respondents said yes from a financial viewpoint and seven did not reply to the question.

From a social viewpoint, thirty (94%) replied yes, one no, and one did not respond to the question.

It is apparent from the responses that the vast majority of respondents do not regret the time and effort they spent in attending and graduating from the adult evening high school program. Nearly all felt it was worth it socially and a high percentage reported it to be worth it from a financial viewpoint.

TABLE XXIII

WORTH TIME AND EFFORT FROM FINANCIAL AND SOCIAL VIEWPOINT

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

	FINANCIAL VIEWPOINT			SOCIAL VIEWPOINT		
CLASSIFICATION	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
Housewives	10	-	4 (2NR)	12	-	2 (2NR)
Part-time Workers						
Men						
Women	6	-	3	8	1	-
Full-time Workers						
Men	6	-	4 (4NR)	6	-	4 (4NR)
Women	3	-	5 (3NR)	4	-	4 (3NR)
Unemployed						
Men						
Women						
Disabled						
Men						
Women						
Totals	25	-	16 (9NR)	30	1	10 (9NR)

Wise Use of Tax Money:

Only one of the respondents felt that the program was not a wise use of tax money. Thirty-one (97%) respondents reported it to be a wise use of tax money.

Table XXIV presents the distribution of responses to this question.

TABLE XXIV

ADULT PROGRAM WISE USE OF TAX MONEY

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	YES	NO	NO RESPONSE
Housewives	12	-	2 (2NR)
Part-time Workers			
Men			
Women	9	-	-
Full-time Workers			
Men	5	1	4 (4NR)
Women	5	-	3 (3NR)
Unemployed			
Men			
Women			
Disabled			
Men			
Women			
Totals	31	1	9 (9NR)

Total Class of 1971 - 41

Knowledge Improved:

All of the respondents reported that their knowledge had improved. Nineteen (59%) reported much improved and thirteen (41%) reported some improved. No respondent reported no improvement of knowledge.

TABLE XXV

KNOWLEDGE IMPROVED

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	MUCH	SOME	NONE	NO RESPONSE
Housewives	6	6	-	2 (2NR)
Part-time Workers				
Men				
Women	6	3	-	-
Full-time Workers				
Men	4	2	-	4 (4NR)
Women	3	2	-	3 (3NR)
Unemployed				
Men				
Women				
Disabled				
Men				
Women				
Totals	19	13	-	9 (9NR)

Total Class of 1971 - 41

Additional Comments:

Of the thirty-two respondents in this study, nineteen (59%) took the time to write additional comments on the questionnaire. Eight housewives, four part-time women workers, three full-time men workers, and four full-time women workers make up the nineteen persons making additional comments.

Table XXVI lists the individual comments and are interesting to read and are self-explanatory.

In the one-year study only nine of the respondents made additional comments, compared to the nineteen making additional comments in this four-year study. All of the comments are favorable and generally express their appreciation for the opportunity to finish high school.

TABLE XXVI

ADDITIONAL COMMENTS

CLASS OF 1971 - FOUR-YEAR FOLLOW-UP STUDY

(INCLUDES NON-RESPONDENTS)

CLASSIFICATION	COMMENTS	NUMBER
Housewives	No response	4
	I enjoyed going to night school. I would like to go back and take a course in typing after my little boy gets older. I took typing in high school and I would like to see if I could improve. Is there a night school program close to Bellevue?	
	I used to work at the Catholic School in the office, but now I stay home with my baby. I worked at three different factories before, too.	1
	I'm very glad I got my diploma and hope to receive some further training in the future. I would like to become an LPN or a Physical Therapist, or something like this so I could work with people.	1
	I don't regret graduating from high school, my only regret is that I didn't when I was in school before. In fact, if I ever had someone say to me that they were going to drop out of school, I would seriously sit down and tell them the disappointment and hard times they would have without that high school education. I can see the mistake I made when I dropped out of school.	
	I was working but will have a baby in April.	1
	On the subject of job, other than housewife, I help my husband work the farm. I help out of doors in the field, etc. In a few years when my second child is in school I would like to go into nursing. Maybe take a few extra courses in chemistry and biology.	1
	Although I am not working at this time, I feel that my completing high school was very worthwhile. I am planning to attend college and having a diploma will make it much easier. High school graduates also have better luck finding a good job.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
	Thank you for helping me! I would also like to know what other courses I would have to take before enrolling in Nurse's Training?	1
	I'm married now to a wonderful man, and have two beautiful sons. I'm now more sure of myself, and try not to look at the bad points but the good ones in me. My husband has helped me a lot. Just getting my high school diploma meant a lot to me.	1
	In my situation, that is, since I am not the supporter of a household, and do not "need" to work, the results of this questionnaire may not prove to be very significant.	1
Part-time Workers		
Men		
Women	No response	5
	I think the adult evening night school is a fantastic program. I would hate to see it ever close as many high school dropouts could benefit by it. It involves so little of your time and is very enjoyable.	
	I work full-time through the tax season.	1
	I think this a very good program and I hope all who can will take advantage of it. I know it has helped many people in a financial way.	1
	Many of these questions do not apply to me as much as they would to a younger person actively involved in working. However, I feel that the program is very worthwhile.	1
	I do hope that in the future you continue with the program. I feel it helped me and there are many other people that could benefit from it, I am sure.	1
Full-time Workers		
Men	No Response	3
	I think that this educational program is the best thing that has happened to this country.	1
	I have never regretted taking evening school and will always be thankful I had the second chance.	1

Table XXVI continued:

CLASSIFICATION	COMMENTS	NUMBER
	I've finished high school and have no intention of going on.	1
Women	No response	1
	I wouldn't have my job (I don't think) if I hadn't gone to night school. My diploma is beginning to mean a lot more to me now.	1
	I hope they continue the Adult Evening High School for the young people that dropout of high school before graduation.	1
	I am happy I enrolled in adult school. I'm doing typing at home, and I am still reviewing my school books.	1
	I do notthink I would have been asked to work at the bank if I had not received a high school education. I do the bookkeeping and was promoted to Assist. Cashier as of Jan. 2. I had worked in Maquoketa for a law firm making out income tax returns as a part-time job from Jan. 1 to April 15 for 8 years. I still do this after banking hours, for clients at the bank. I am very glad that I attended Adult Evening High School. I am more able to support myself and family.	1

CHAPTER III

Summary - Conclusions - Recommendations

Summary:

This four-year follow-up study is the fifth and will be the last to be made of graduates four-years after graduation from this adult evening high school completion program. Upon the completion of the current school year, the county unit will be reorganized and it is not known whether any other agency will continue a similar program or not.

To date, three hundred fifty-eight graduates of this program have been followed-up four years after graduation. Four hundred thirty-five of the four hundred forty-nine graduates have been followed-up one year after graduation.

The results of these studies have been remarkably consistent regardless of class size, class composition, or year of graduation. There is little doubt that nearly all who have graduated have benefitted educationally, socially, personally and/or financially.

While adults can successfully complete their high school education in programs of this type, these programs reach only a small percentage of available non-high school graduates. At best, these are remedial programs and in addition preventive programs are needed. It is a sad but true statement that while nearly four hundred sixty adults have graduated from or as a result of this program, nearly the same number, if not more, have continued to drop out of school. Very few of these recent dropouts have been served by this program. The dropout problem is not being solved by this type of program.

Hopefully, local school districts will become seriously concerned with the dropout problem and actively seek viable solutions to this problem. Admittedly this will not be an easy task. It will involve the pinpointing of real reasons for dropping out and the sacrificing of some sacred cows. It may involve revision of unwise school policies, curriculums, attitudes, as well as experimental approaches to the problem. It may involve changing course requirements and class periods or establishing work-study opportunities, alternative schools, more vocational opportunities for high school youths, or other as yet unused approaches.

In the long run, it would be better to prevent dropouts from occuring than to provide remedial programs.

Conclusions:

Based upon the one-year study and this four-year study of this class of 1971, I conclude that:

1. Nearly all of the adult graduates of this class will repay many times over the cost of completing their high school education in this program. Most will remain in the same general geographic area and have many productive years ahead of them in which to pay more taxes on increased incomes.
2. If sufficient motivation is present, family responsibilities need not prevent one from enrolling, attending and graduating from programs of this type.
3. Housewives move in and out of the labor market quite frequently as evidenced by this class.

4. A significant number of job changes and/or promotions have occurred. Observed changes have affected two-thirds of the respondents to the one and four-year studies. Although not all of these changes and promotions can be attributed to the adult program, many of them can be so credited.
5. Of the thirty-two graduates ever in the labor market at any time in these studies, eighteen (56%) report being better off financially.
6. Of the thirty-two respondents to this study, twenty-nine (91%) report being better off socially.
7. Five of the thirty-two respondents (16%) have taken some training beyond high school level, within four years of graduation. This represents about half (46%) of those who planned to do so at the time of the one-year follow-up study. Most (60%) of these would probably not have been able to qualify for this training without first having graduated from high school.
8. Five of the thirty-two respondents (16%) have taken additional high school or interest subjects, within four-years of graduation. This represents half (50%) of those who planned to do so at the time of the one-year follow-up study.
9. Nearly a third (32%) then of these respondents have continued their education in some manner since graduation.
10. Most (78%) respondents reported the time and effort spent in attending and graduating from this adult program was worth it from a financial point of view. Most (94%) reported it worth the time and effort from a social viewpoint.

11. All but one of the respondents reported the program to be a wise use of tax maney.
12. Most (59%) of the respondents reported much improvement in knowledge and less than half (41%) reported some improvement in knowledge. No one reported no improvement.
13. Social and personal benefits are as important as educational or financial benefits to many of these adults. This importance is evidenced by the additional comments made by the respondents.
14. Graduates of this class appear to be as enthusiastic about this program now as they were one year after graduation. There appears to have been no "halo" effect in the one-year study.
15. Benefits appear to increase with the passage of time particularly educational and financial benefits.
16. Five of the respondents had received more than one job change or promotion since graduating.

Recommendations:

As a result of this and earlier studies made of this program, I would make the following recommendations:

1. This or a similar program should be continued in this county. A local school district or some other agency will need to sponsor and fund the program, replacing the loss occuring through county reorganization.
2. Similar programs should be established in other localities, where needed.
3. Additional efforts should be made to recruit students for these programs. Adequate money needs to be earmarked for recruitment.

4. Since programs of this kind benefit communities as well as the individuals involved, funds should be available from national, state, and local sources to establish and operate such programs. These programs should include basic, high school completion, continuing, and vocational-technical education opportunities.
5. Studies of the dropout problem should be made at local, state and national levels. Knowing the number of dropouts is not enough. The "real" reasons need to be known before preventive programs can be developed.
6. Area schools and colleges need to expand their offerings by providing - in the evenings, in the local communities, - opportunities for adults to take college credit and vocational-technical courses. These should be available at minimal cost and with minimal enrollment requirements.
7. Local school districts should attempt to solve their dropout problems by determination of causes and the initiation of the necessary steps or programs to resolve the problem.
8. Local school districts should follow-up all dropouts and graduates of their schools, to determine the effectiveness of their curriculum and other activities.
9. Secondary schools, particularly in this area, are in need of more vocational education opportunities for their secondary school students - both boys and girls. Post-secondary opportunities are too late to prevent many dropouts from occuring.
10. While adult programs of this kind are needed for those who have already dropped out of school, they are at best remedial. Preventive programs are also needed and should have a high priority.

EXHIBIT A - FIRST LETTER

JACKSON COUNTY BOARD OF EDUCATION
Evening High School Completion Program

Administrator: James R. Gran
Counselor: Charles Lindgren
Phone: 652-3213

Court House
Platt Street
Maquoketa, Iowa 52060

Dear Adult Graduate - Class of 1971:

Believe it or not, but four years have passed since your graduation. Even so, we haven't forgotten you, nor are we likely to forget. We hope that those four years have been exciting and rewarding to you.

We again ask you to take part in a four-year follow-up study and hope that your class will give us a 100% return. All we ask is that you answer the questions completely and honestly, so that the results of the study will be as valid as possible.

Your participation in this study will help us evaluate the adult program in terms of long-term benefits, if any, in the lives of our graduates. Needless to say, we do not use individual names in the report - everyone becomes a statistic - but an important part of the whole study. The results of this study will be sent to the Educational Research Center for publication so that the results will be available to others interested in adult education.

If you would like a copy of the results of this four-year follow-up study of your class, just check the box at the top of the questionnaire and a copy will be set aside for you when the study is complete.

Please complete and return the questionnaire immediately. A delay means more unnecessary expense to our program, as well as a delay in summarizing and reporting the results to you.

Thank you for your considerate and prompt participation in this study.

Sincerely,

James R. Gran, Administrator

Enclosures
1 self-addressed stamped return envelope
1 questionnaire (3 pages)

EXHIBIT B. - SECOND LETTER

JACKSON COUNTY ADULT HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate - Class of 1971:

Two weeks have elapsed since our 4-year follow-up questionnaire was sent to you. To date, we have not received your completed questionnaire. We miss and need your response!

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by returning your completed form as soon as possible.

In case you have inadvertantly misplaced or lost the first questionnaire, we are enclosing one along with another return self-addressed stamped envelope.

Your participation in this study is most important, since many of the decisions affecting this and other programs may be based upon the results of this and other studies.

Won't you please take a few minutes of your time to complete and return this questionnaire?

Thank you, in advance, for helping us to complete this important study.

Very truly yours,

James R. Gran,
Administrator

JRG:jm
Enclosures:
1 self-addressed, return, stamped envelope
1 questionnaire

EXHIBIT C

THIRD LETTER

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
COURTHOUSE
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1971:

Of the Graduates of the Class of 1971, only a few have not returned their completed questionnaires.

Won't you please make the study successful by completing your questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this sutdy and insuring a 100% return.

Sincerely,

James R. Gran,
Administrator

JRG:jam
Enclosures:
1 self-addressed stamped envelope
1 questionnaire

_____Yes, I would like a copy
of the results of this study.

Four-Year
Follow-Up Questionnaire
Graduates-Class of 19
Jackson County Adult Evening High School

General Information:

Name: _____ Present Age: _____ Sex: _____
(Last) (First) (Middle) (Years) (M or F)

Present Address: _____ Head of Household: Yes ____ No _____
(RFD-Box-Street)

Marital Status: Single ___ Married _____

_____ Divorced ___ Widowed _____
(City) (State) (Zip)

Separated _____

Check one classification below which best describes your present occupational status: (Please check only one)

Housewife (not working for wages) _____

Part-time worker (regularly work part-time) _____

Full-time worker (regularly work full-time) _____

Unemployed worker (temporarily out of work) _____

Disabled (cannot work) _____

Other classification not listed above (Please be specific) _____

_____

Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife as used here, indicates you do not work for wages at all.

1. Are you employed at the present time? Yes _____ No _____

1a. If yes, is this employment part or full-time? Part-time _____ Full-time _____

1b. If yes, by whom are you presently employed? _____
(Name of Employer or Firm)

1c. If yes, give type of work or job description: _____

_____

2. Have you had any change in jobs or promotions on the job in the past five years as a result of attending and graduating from the Adult High School?
Yes _____ No _____

2a. If yes, how many job changes or promotions have you experienced during this five-year period?
Number of job changes _____ Of promotions _____

2b. If yes, have any of these job changes or promotions been a direct or indirect result of your completing high school?
Direct result_____ Indirect result_____ Not related__

2c. If yes, did your income increase?
Significantly ____ Some____ Little____ None____

3. Since graduating from high school four years ago, have you received any additional training or education beyond the high school level? Yes _____ No _____

3a. If yes, what kind of training or education have you undertaken?_____

_____

3b. If yes, where did you receive this training? (school, business, industry, or company)_____

_____

3c. If yes, would you have received this training if you had not completed high school? Yes _____ No _____ Probably not _____

4. Have you taken any additional high school or interest (non-credit) subjects since graduating four years ago? Yes _____ No _____

4a. If yes, which high school or interest (non-credit) subjects did you study after graduating?_____

4b. If yes, where did you take high school or interest (non-credit) subjects after graduating? _____

5. Are you better off financially today-than you were when you enrolled in the Adult Program (5 years ago), as a result of graduating from high school?
Yes _____ No _____

5a. If yes, how much better off financially? Much ____ Some ____ No better off____

6. Are you better off socially or personally (greater confidence, more pride, more self-esteem, more satisfied with life, better understanding of the world and others, greater achievement, improved attitudes, etc.) than you were when you enrolled in the adult program, as a result of graduating from high school? Yes _____ No _____

6a. If yes, how much better off socially or personally? Much_____ Some _____
No better off _____

7. Do you feel the time and effort you put into completing high school was worth it from a financial and/or social viewpoint? Financial Viewpoint: Yes___No___
Social Viewpoint: Yes___No___

8. Do you feel that the tax money used to sponsor the adult program was a wise investment of tax money? Yes_____ No_____

9. Do you feel that your knowledge (of whatever subjects you studied) was improved? Much_____ Some_____ None_____

10. Any additional comments that you may wish to make may be made here._____

_____

_____

_____

_+_____

_____